

# Analysis of Stakeholder Research

Presented to:  
Idaho Division of Professional-  
Technical Education

# Research Methodology

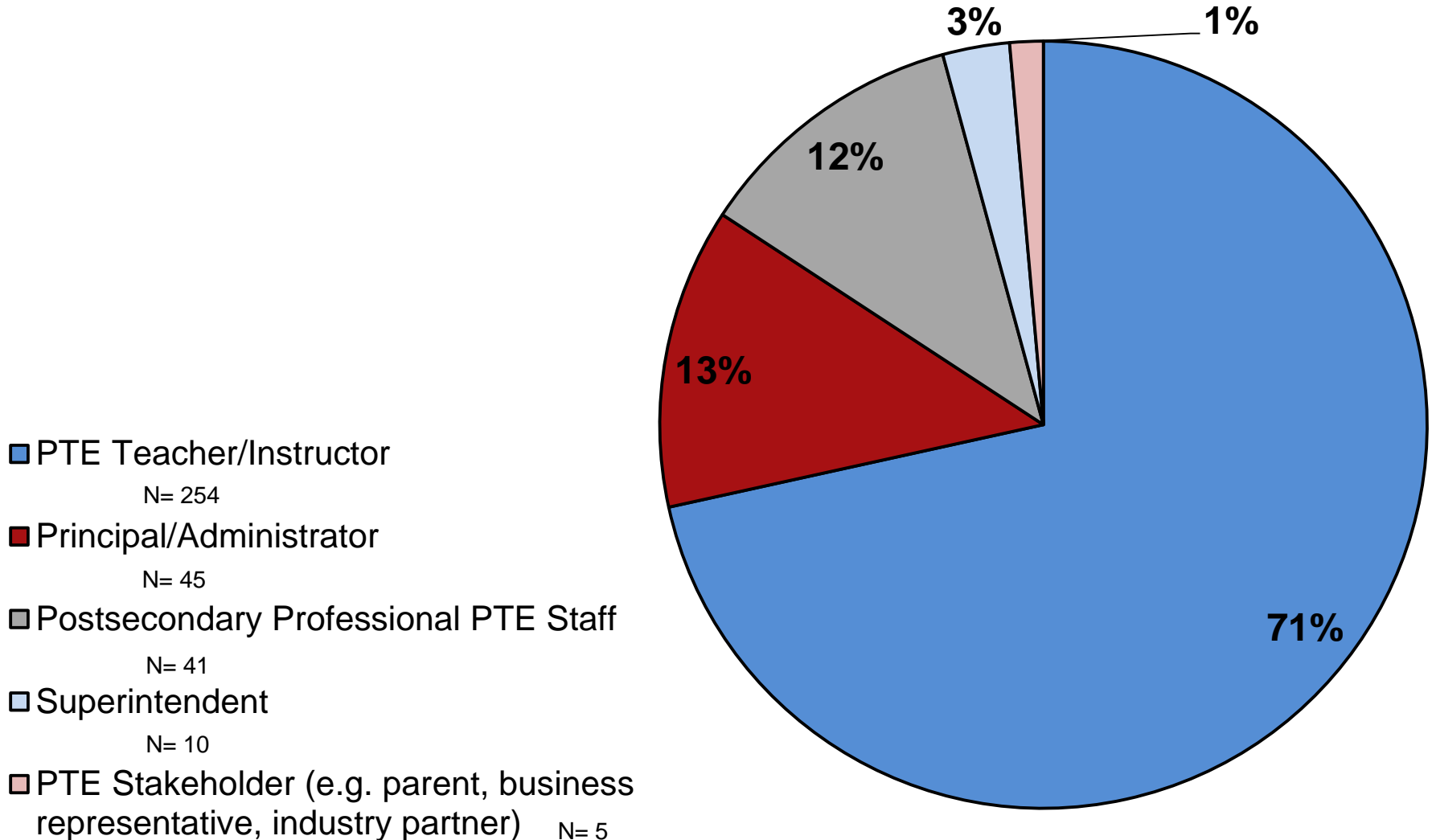
Strategies 360 conducted an opt-in online survey, using the platform Survey Gizmo, among stakeholders in Idaho for the Division of Professional-Technical Education.

- Total of 355 completes.
- Survey was fielded from February 26- March 9, 2015.

Idaho PTE wishes to strengthen their overall operations, foster positive working relationships among education and industry leaders, and promote successful outcomes for both students and PTE staff. To help reach these goals, this research was conducted to inform an upcoming strategic planning session and assist the Division in identifying key areas of focus for improvement over the coming year.



# Breakdown of Respondent Type



# EXECUTIVE SUMMARY

# Executive Summary



- The overall priority of stakeholders is to improve the image of professional-technical education in Idaho. There is a pervasive perception that PTE courses are for students with little or no academic abilities and that they are not “college-bound”.
- This negative impression has an underlying effect across a variety of the Division of Idaho Professional-Technical Education’s key issue areas for 2015.
  - Stakeholders perceive the funding of both secondary and postsecondary PTE programs suffering because Idaho legislators and district administration members do not understand the benefits of a PTE education to students and the Idaho economy. They would like to see more support for PTE programs at the federal and state levels.
  - Additionally, the lack of funding directly impacts educators’ job satisfaction. Stakeholders universally prioritize increases in teacher salaries as a starting point to improving the PTE teacher pipeline.
    - At the postsecondary level in particular, they would like to see benefits and pay scales more in-line with the other academic professors.

# Executive Summary



- There is lack of cohesion in PTE programs both across the state and from a secondary to postsecondary perspective.
  - Stakeholders voice concerns that credits are not universal—what is accepted at one school, is not always accepted at another. They feel there is a need for a standard set of requirements that all postsecondary schools will buy into and high schools can work towards.
  - Additionally, a focus on increasing relationships between secondary and postsecondary institutions is needed. Stakeholders do not feel there is currently a defined career path for all PTE programs, which can lead to confusion when it comes to postsecondary admission standards. This can be refined to make it easier for students.

# RESEARCH FINDINGS

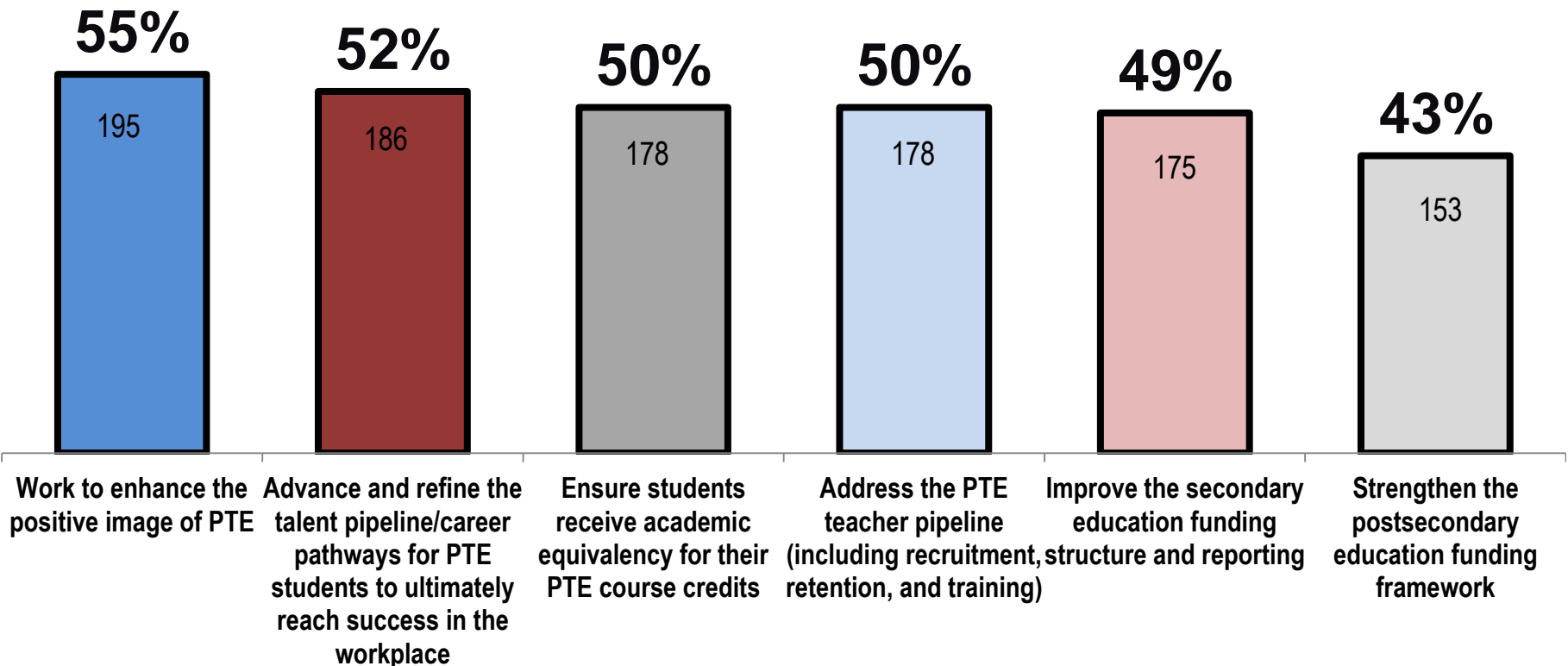
## How Rankings Were Determined

The total score is a weighted calculation. Items ranked first are given a higher value or "weight" than items ranked lower. The score computed for each answer is the sum of all the weighted values. This total score is computed using the number of columns. For example, if there were 5 option choices, then answer options chosen as Rank 1 would be given a weighted value of 5 points, Rank 2 would be weighted 4 points and so on and so forth.

PTE stakeholders believe the first priority for the Division is tackling the overall image of PTE in Idaho. Addressing the funding structures at both secondary and postsecondary levels—though it is acknowledged that budgets are overly stretched—are not top priorities.



***Please select what you think should be the top THREE priorities of the Idaho Division of Professional-Technical Education over the next year.***



*\*Number within each bar represents the total value of the rankings per choice.*

# Overall Image of PTE

\*Note: This question was only asked of those who selected it as one of their top three priorities.



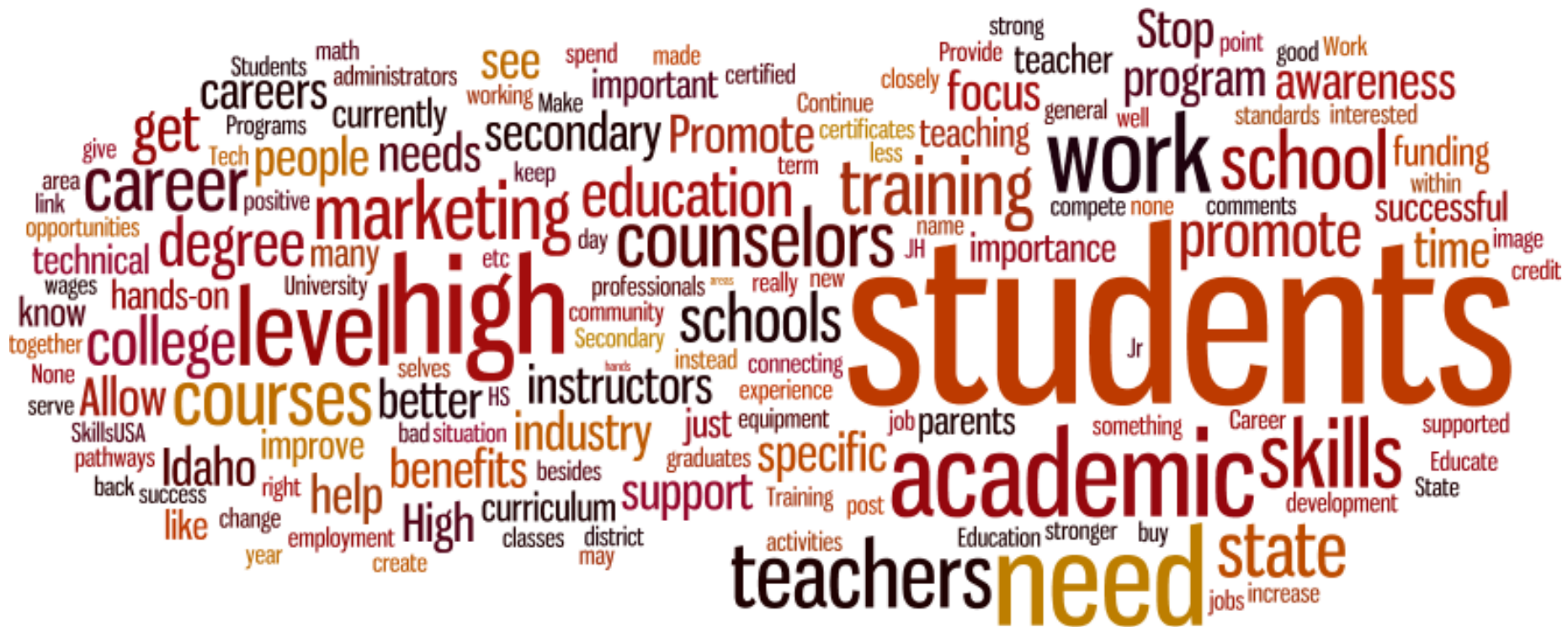
The overall PTE image suffers from the perception that these programs have limited value and are for the kids who “can’t cut it in college.” There needs to be an increase of awareness of what PTE is and its benefits to the economy and its students.

- Professional-technical education is often viewed as where students with little or no academic abilities should go. As such, funding is perceived to be more limited and educators in PTE are required to “jump through more hoops” to prepare their students.
  - The awareness and opportunities provided by PTE courses should be a priority. Stakeholders feel that parents and the legislature alike are misinformed and need to become advocates of the programs to help them grow.
- At the postsecondary level, educators do not feel their students benefit from the same services as academic programs (i.e. tutoring, calculating the cost of their school materials in FAFSA, etc.) and are generally not considered to be part of the campus. They would like to see that changed.

*“You need to drive home that these programs are the pathway to good paying jobs, and that employers in the community support our programs and hire our graduates!”*

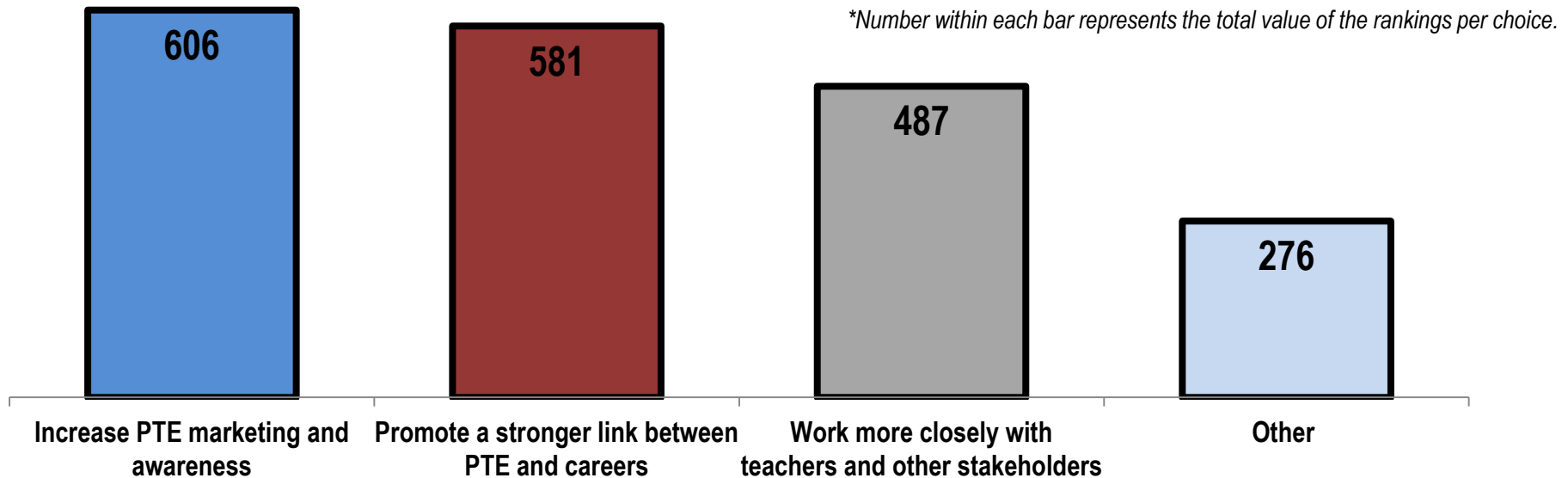
*“I believe sometimes parents are led to believe that PTE programs may be of some lesser value than an academic education and may not realize the potential for their students to find high paying jobs upon completion of a program. PTE programs should be promoted to students beginning in high school.”*

*“Image is huge. PTE students are not considered the best and brightest, so why spend money there? ‘Everyone should get a four year degree’ is forced down kids’ throats from faculty and counselors at the high school level. PTE needs to have a MUCH stronger image in the HS setting. Post-secondary institutions MUST have a much stronger presence in the HS arena. This means recruiting, demonstrations, partnerships, collaboration, dual credit, and any other tactic/tool or method we can deploy.”*



Stakeholders prioritize increasing the overall awareness of PTE, closely followed by creating stronger links between the classes and career opportunities provided by them.

***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to help improve the overall image of Idaho's PTE programs and promote a more positive image.***



**“Other” responses included:**

- Pay PTE teachers commensurate with their skills, licenses, certificates, experience, as well as academic level
- Increased support at local community level
- Encourage GO ON Idaho to include Post Secondary Education that includes Tech or Vocational Training
- Work more closely with students, counselors and parents. Develop campaigns along the lines of: "Did you know... Engineering is a Professional-Tech Career AND a STEM focus?"
- Raise awareness at the state level, to stress importance of PTE

# Career Transitions

\*Note: This question was only asked of those who selected it as one of their top three priorities.



# Stakeholders feel student attitudes, the lack of soft business skills, and overall preparedness are affecting successful career transitions.

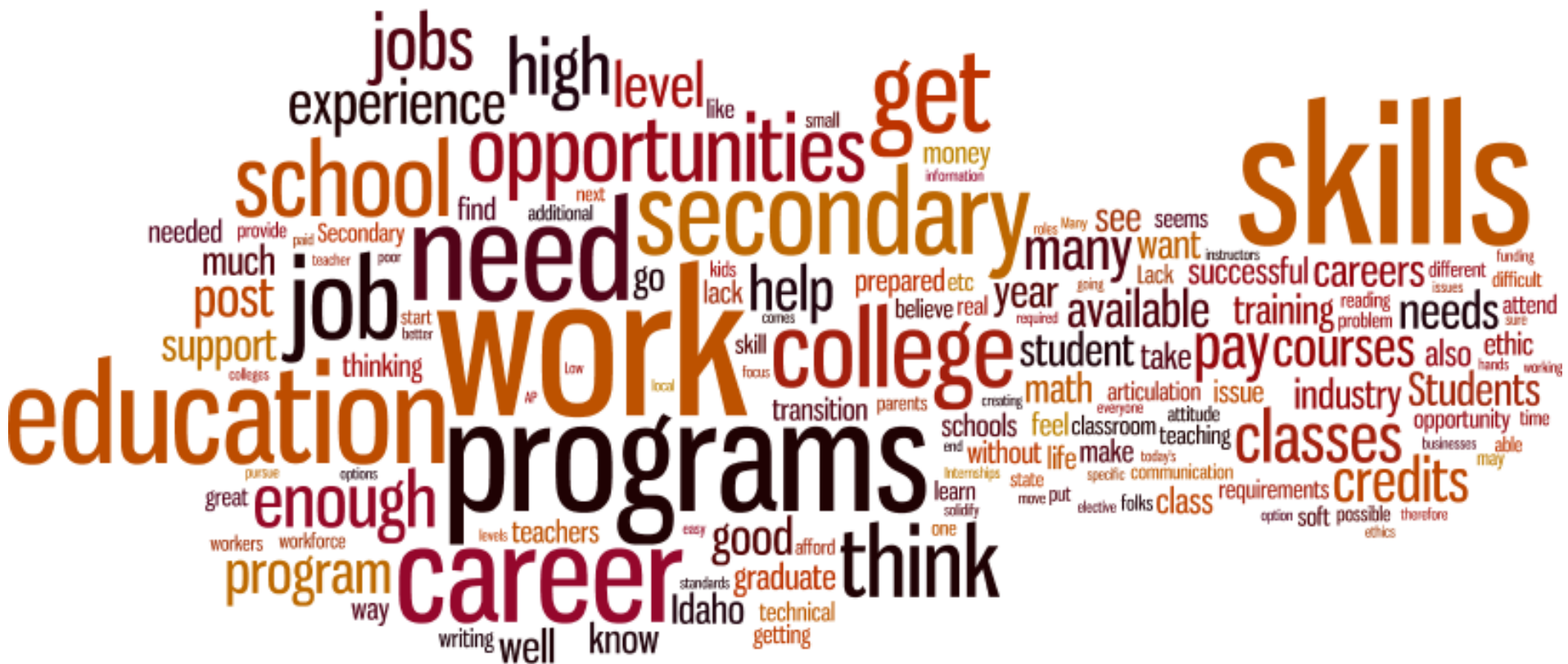
- Stakeholders feel students are lacking real-world experience. They suggest an increased focus on building mentorship programs and credit for/requirement of internships.
  - This would serve the dual purpose of more clearly defining career paths and options for students, as well as providing hands-on training, improving their job prospects following graduation.
  - This could also enhance their “soft business skills” (i.e. communication, collaboration, problem solving, etc.) and the overall approach they take to transitioning into careers. There is the feeling that many students lack motivation or feel entitled to certain benefits that entry-level employees do not typically have.

*“Students do not have the “soft skills” necessary to get and keep a job. They are not reliable, have no ownership with the work, poor craftsmanship, poor communication, too connected to social media, and low to no self-esteem.”*

*“Employers often complain about today's students lacking basic social skills: communication, team work and unrealistic job expectations as a problem.”*

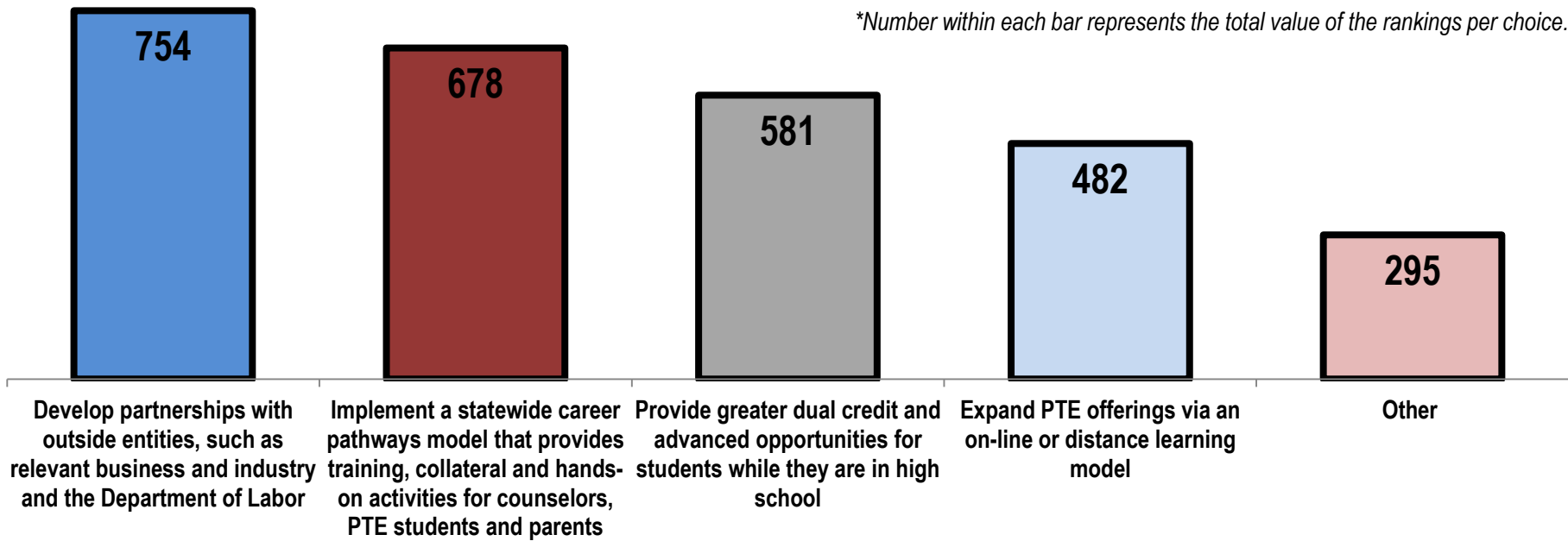
*“I believe in practical experience and apprenticeship programs. I think the schools at both level should have more live work and hands on training, but I'm also a believer in theory. Once the students get to the workforce they should do an apprenticeship or to be mentored by a professional.*

*“Teenage students simply don't know what they want to do. I think the best option is to offer them exposure to career, skills, and strengths assessments to get them thinking about careers... [We need to] Prepare them in the foundation skills, math, English, communication and ethics.”*



Stakeholders say developing partnerships within the industry and increasing the availability of mentorships is key to students' successful transition into careers. A second priority is to create a more transparent pathway for students to determine their next steps.

***Please rank in order, with 1 being the MOST important, the following steps that should be taken to help successfully transition PTE students into the next phases of their career path.***



*\*Number within each bar represents the total value of the rankings per choice.*

**“Other” responses included:**

- Completers of a program should be able to receive certification in a specific area of expertise that is recognized by the industry
- Offer students in high school apprenticeships in business and the industry after school, on weekends, and during the summer where they are learning the skills of that trade
- Provide training for administration and district staff about how PTE should work to effectively prepare students
- Fund Career Counselors for PTE on some sort of rotating basis, where one counselor serves three or four schools

# Academic Equivalency

\*Note: This question was only asked of those who selected it as one of their top three priorities.



While the availability and transfer of credits are the priority for stakeholders, they also wish to create a more unified high school to college curriculum. They feel clearer pathways for students and educators alike is necessary.



- Stakeholders believe there is a disconnect between Idaho's educational institutions.
  - Credits may be accepted at one school, but they are not necessarily accepted at another. There is a need for a standard set of requirements that all postsecondary schools will buy into and that high schools can work towards.
  - A focus on increasing relationships between institutions to offer multiple avenues to PTE students is also needed. It has the potential to increase students' hiring ability after graduation and make PTE more visible as an alternative educational pathway within the state.
- Additionally, educators at the secondary level want to ensure that students receive academic credit for PTE courses that help them meet their graduation requirements. PTE courses are often viewed as an elective course, which results in students having to drop these classes in order to take other required ones.

*"It would be nice if I could not only align my classes with Idaho schools, but also schools in Spokane, Washington. We are on the border, and Washington schools actually make matriculation easier (as a matter of fact, the entire CTE process in Washington is much simpler. You should really look what they do)."*

*"The students work hard to achieve their credits in these PTE classes only to find that the credits will not be accepted by the academic course because it is PTE."*

*"We need to ensure the standards match up from the different PTE programs from secondary to post secondary, and establish appropriate transfer and acceptance from a 2 year to 4 year degree."*

*"Postsecondary institutions need to be willing to offer academic credit and to honor the credit once it has been earned. Secondary institutions need to offer high quality, rigorous PTE programs to be eligible to offer academic postsecondary credit."*

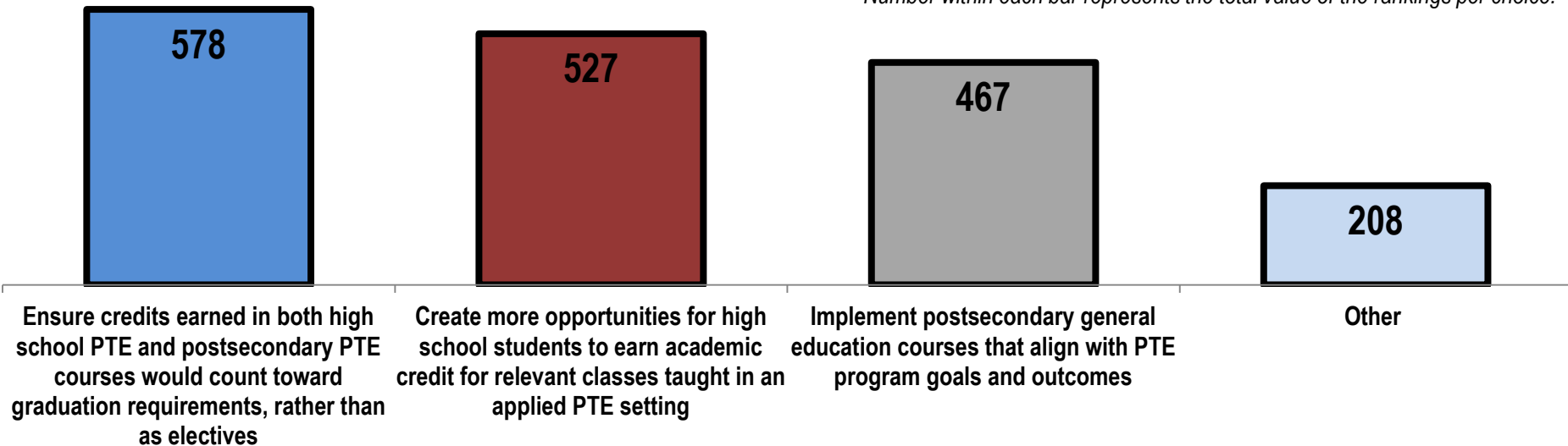


The priority among stakeholders is making sure PTE students benefit from earning both dual and transfer credits from their professional-technical classes.



***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to improve the process in which PTE students are able to obtain academic credit for their PTE classes.***

*\*Number within each bar represents the total value of the rankings per choice.*



**“Other” responses included:**

- More state wide curriculum so each school is teaching at same time same subject
- Educate local administration and school boards to ensure PTE students receive the same benefits as non-PTE kids
- Set expectations and a standard of "We expect this..." in order to receive college credit—has been up to the instructor to try and establish a relationship with college faculty but this process needs to be standardized
- Allow credits to transfer to academic colleges as well
- Establish Common Core credits for all programs

# Teacher Pipeline

\*Note: This question was only asked of those who selected it as one of their top three priorities.



# The disparity between educational and industry salaries greatly impacts the PTE teacher pipeline. Additionally, the upfront and continued expenses for certification is a barrier to entry for many.



- The expenses related to being a PTE educator are high in both commitment of time and the money needed to prepare lessons and stay up to date with current industry practices, while salaries are low. Stakeholders do not feel there is enough incentive for industry professionals to become teachers, limiting the new teacher pipeline.
- For future and long-term success of PTE programs, stakeholders feel that new teachers need to attend training on how to effectively educate. While they are professionally knowledgeable, there is a lack of awareness on how to plan lessons and budget, which can negatively affect the students.

*"Teachers start out too low on the pay scale. Certifications require college classes that are expensive and not all classes are available at all times. The job requires much more time than typical teaching jobs and gets very little support from public school administrators who expect full time teaching requirements along with the additional hours that are expected for PTE. The school administrators cannot pay for all the hours that go into being an effective PTE teacher, so the teachers either quit before the expense of certification or work many additional hours essentially for free."*

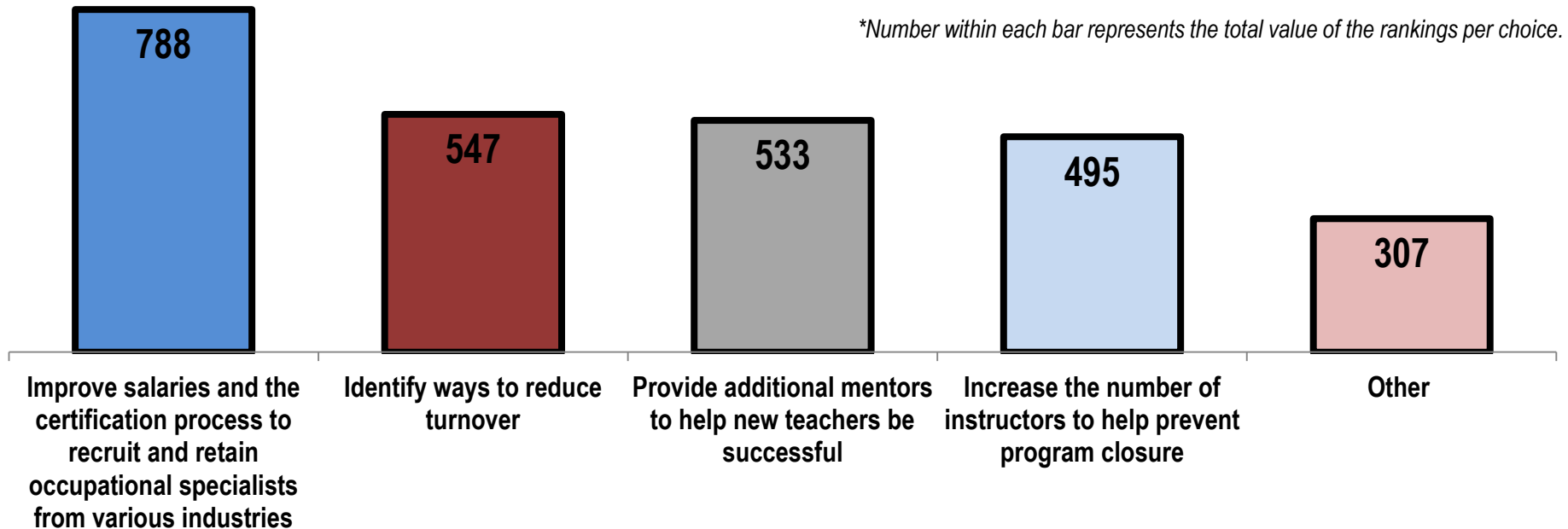
*"At the school at which I work, PTE instructors are the lowest paid full-time instructors on campus. This is discouraging, since we are individuals with experience and expertise, and take significant pay cuts in order to teach. To get more and better PTE instructors will require adequate compensation. Moreover, we are not compensated for industry certification or our years of experience..."*

*"There should be yearly regional trainings for new and experienced teachers regarding budgets, and reporting. Faculty training on how to teach and effectively communicate to reach students is needed. Being successful in a profession in the workplace does not always translate well to being an effective teacher."*



Stakeholders overwhelmingly prioritize improved salaries and certification processes for PTE educators. This can have a positive trickle-down affect on the other needs and should be addressed first.

***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to improve the PTE teacher pipeline.***



**“Other” responses included:**

- Require teachers to meet minimum standards once they are accepted into the profession
- Provide more specific training per curriculum and more state-wide continuity
- Reduce the student to teacher ration in PTE classes
- Better, quicker and improved communications from the state level employees to the teachers
- Reduce the amounts of red tape and paperwork PTE instructors have to do

# Secondary Funding\*

\*Note: This question was only asked of those who selected it as one of their top three priorities.



# Competitive salaries for teachers and ever-changing technology needs are top concerns regarding the current secondary education funding structures.



- PTE stakeholders are primarily concerned with the current teacher salaries and the limitations this puts on retainment of those teachers.
  - The “love of teaching” is not enough to keep educators in the field. Returning to their respective industries is an all too likely outcome due to the drastically different pay scales and lack of incentives to stay in education (i.e. respect from colleagues, tenure, etc.).
- The current funding structures also pose a problem when it comes to keeping up with current industry technology. The funding is not enough to provide both materials and updated technology regularly, leaving educators to choose between supplying materials themselves or requiring their students to purchase them.

*“College PTE educators are poorly paid and lack the necessary incentives (e.g., tenure) to remain teaching in Idaho.”*

*“There is not enough funding to provide the latest technology in the classroom. Students have to purchase their own supplies because there is not enough funding to support those supplies.”*

*“The fact that I have to spend all of my money and can't roll it over is VERY frustrating. There is some wonderful equipment I would love to get to meet industry standards, but it is more than just one year's budget (when factoring in all the consumables I have to buy). I think that if I show just cause, I should be allowed to hold a certain amount over to the next year.”*

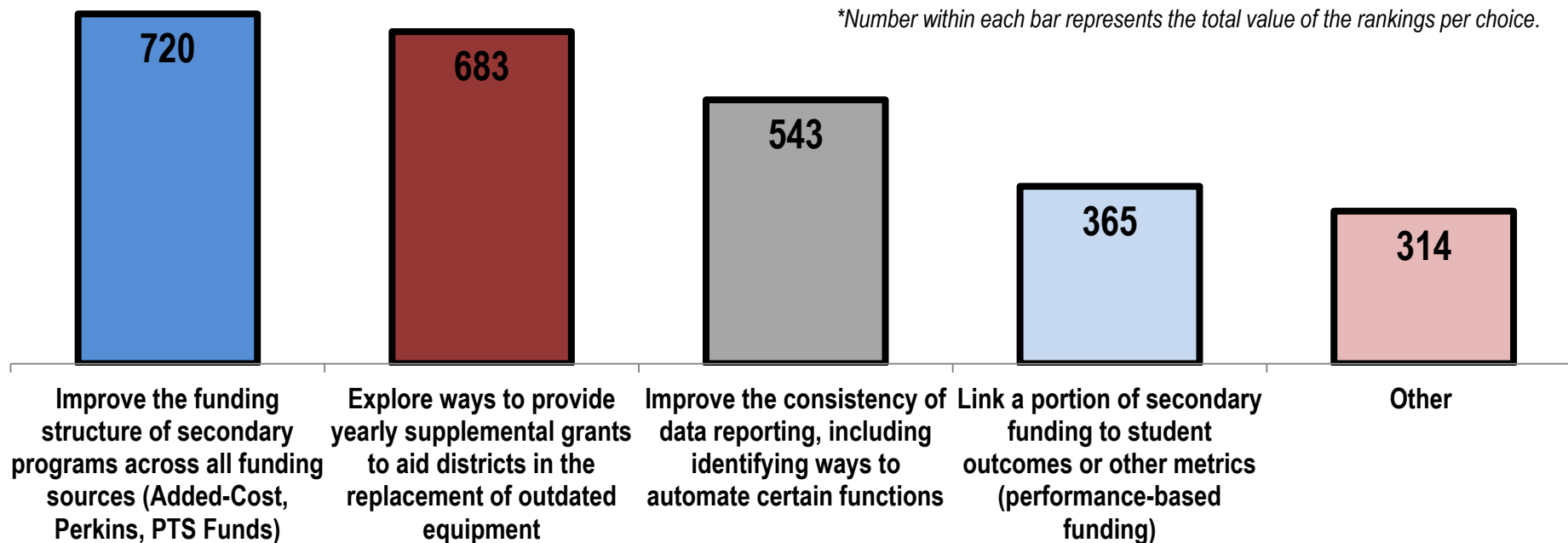
*“Like all education, PTE faces issues with adequate funding. Due to the nature of our classes, additional funding for equipment is critical. I am also very worried about the pipeline for educators in the field.”*



While individual educators and other PTE stakeholders voice concerns about technology needs, they prioritize improving the overall funding structure for secondary education first.



***Please rank in order, with 1 being the MOST important, the following steps that should be taken to help improve secondary education funding for Idaho's PTE system.***



**“Other” responses included:**

- Provide start up grants for new programs to get them established up to industry standards
- Allowing for more broad use of PTE dollars
- Consistent funding of all programs—not different amounts for different programs
- Provide funding for smaller districts that can't afford PTE teachers due to the numbers game

# Postsecondary Funding

\*Note: This question was only asked of those who selected it as one of their top three priorities.



Funding to improve technology and to further grow PTE programs at the postsecondary level are key concerns. This includes funding to help recruit and broaden the support for professional-technical education as a viable career choice at all levels.

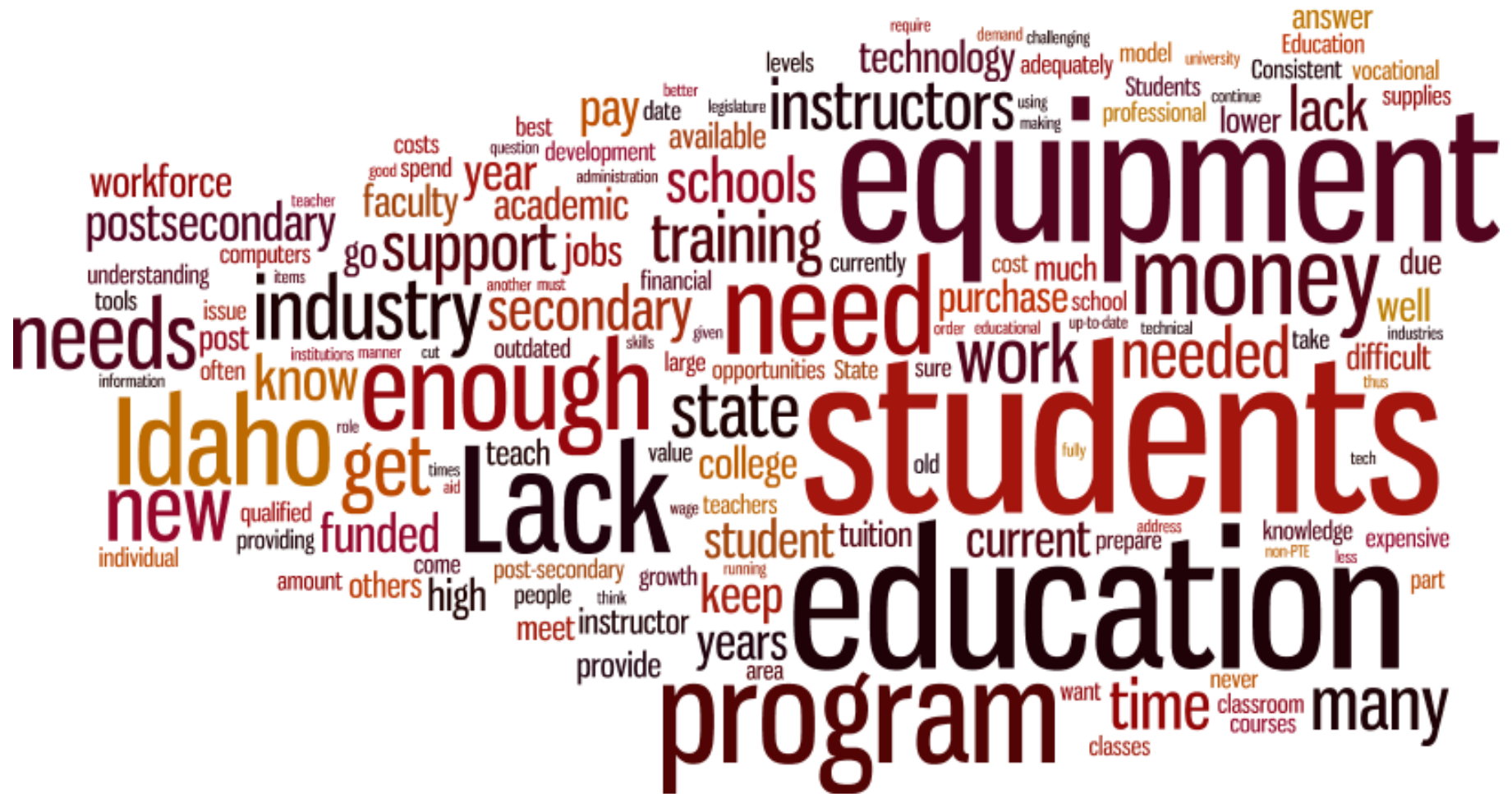
- Technology updates and the need for additional funding to cover these costs is an even larger worry for postsecondary educators.
  - The restrictions on how funds can be allocated tie educators' hands in preparing their programs adequately. There is the perception that the money can either go to tech updates or it can be used for more day-to-day activities (i.e. funding travel expenses for competitions, daily supplies, textbooks, etc.), but never both.
  - This also hampers the growth of additional PTE programs throughout the state.
- Additionally, stakeholders feel professional-technical education is not adequately valued or understood by many in Idaho. Additional funding to support the recruiting of PTE students is needed.

*"Funding for large equipment to keep up with changing technology is what I need most."*

*"In high school, PTE programs are many times referred to as classes for students who are 'academically challenged,' rather than a viable career choice. Promoting the strength of PTE as an education choice rather than a 'consolation prize' would help change the image of PTE. PTE instructors spend many hours recruiting students, whereas academic instructors do not. Support should be given to assist in this effort."*

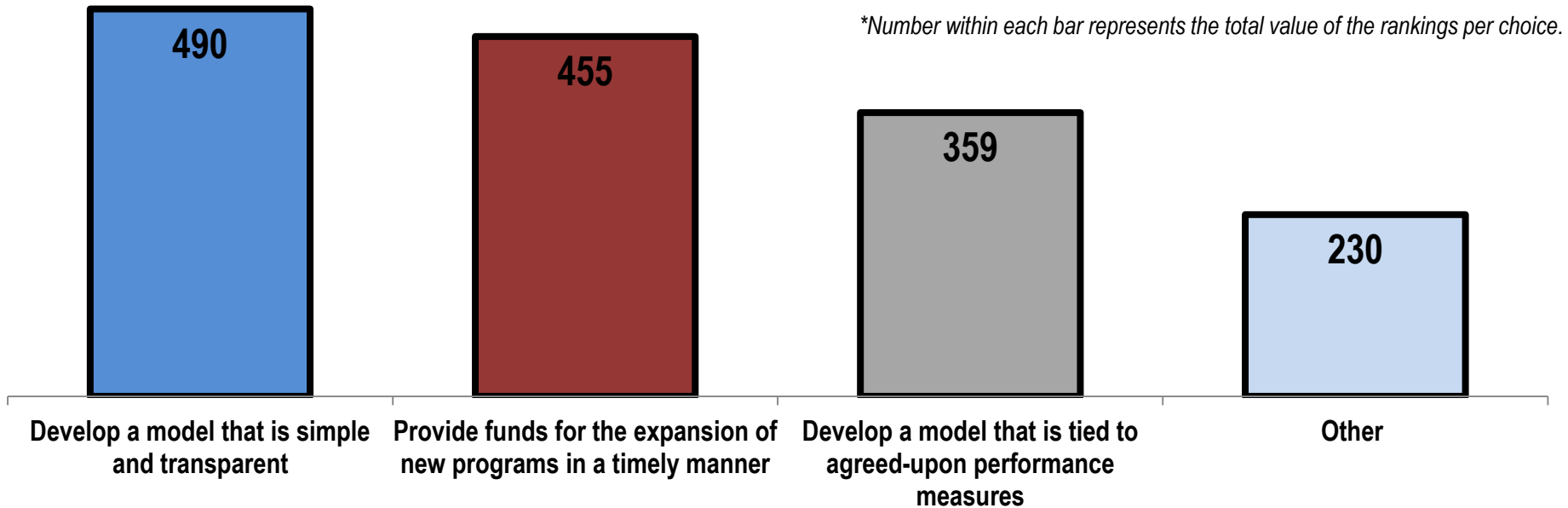
*"Idaho PTE programs provide a great opportunity to potential students to get skills needed to be employable and into the workforce. PTE funding seems to be getting more and more difficult to leverage and this hinders the institution's ability to expand opportunities that would continue to train Idaho citizens for higher paying jobs."*

*"We are considered apart from academics; and therefore, cannot access the same funding structures that they can."*



Overall, stakeholders want postsecondary education funding to become more transparent and simplistic, so that everyone understands how it can be allocated and why those restrictions exist.

***Please rank in order, with 1 being the MOST important, the following steps that should be taken to help improve postsecondary education funding for Idaho's PTE system.***



**“Other” responses included:**

- Fund strong and developed programs that need expansion or require upgraded equipment to provide better quality professional-technical education and to prepare students to become workforce ready
- Never tie money to performance
- Scholarships available for students who cannot afford certification testing costs
- Allow for more of budget to go towards equipment funding and teacher continuing education other than summer conference
- Attach a degree to completion of program

# Student Led Organizations

\*Note: This question was asked of all respondents.



Students' reluctance to participate in student organizations, as a result of busy schedules or insufficient interest, ranks as a central concern about the well-being of these organizations. A lack of funding or basic affordability is another recurring theme.

- The lack of time is presented as a two-fold problem for student PTE organizations:
  - Students want to participate in as much as possible and often have to work, which significantly restricts their ability to engage with PTE groups.
  - Teachers often have too many responsibilities to effectively oversee them.
- Some feel that the financial bar for participation is set too high—particularly for low-income and rural students and for competitions that require travel.
- Similarly, there is a pervasive attitude that the programs themselves are underfunded but also that adequate support from the districts and administration is rare.

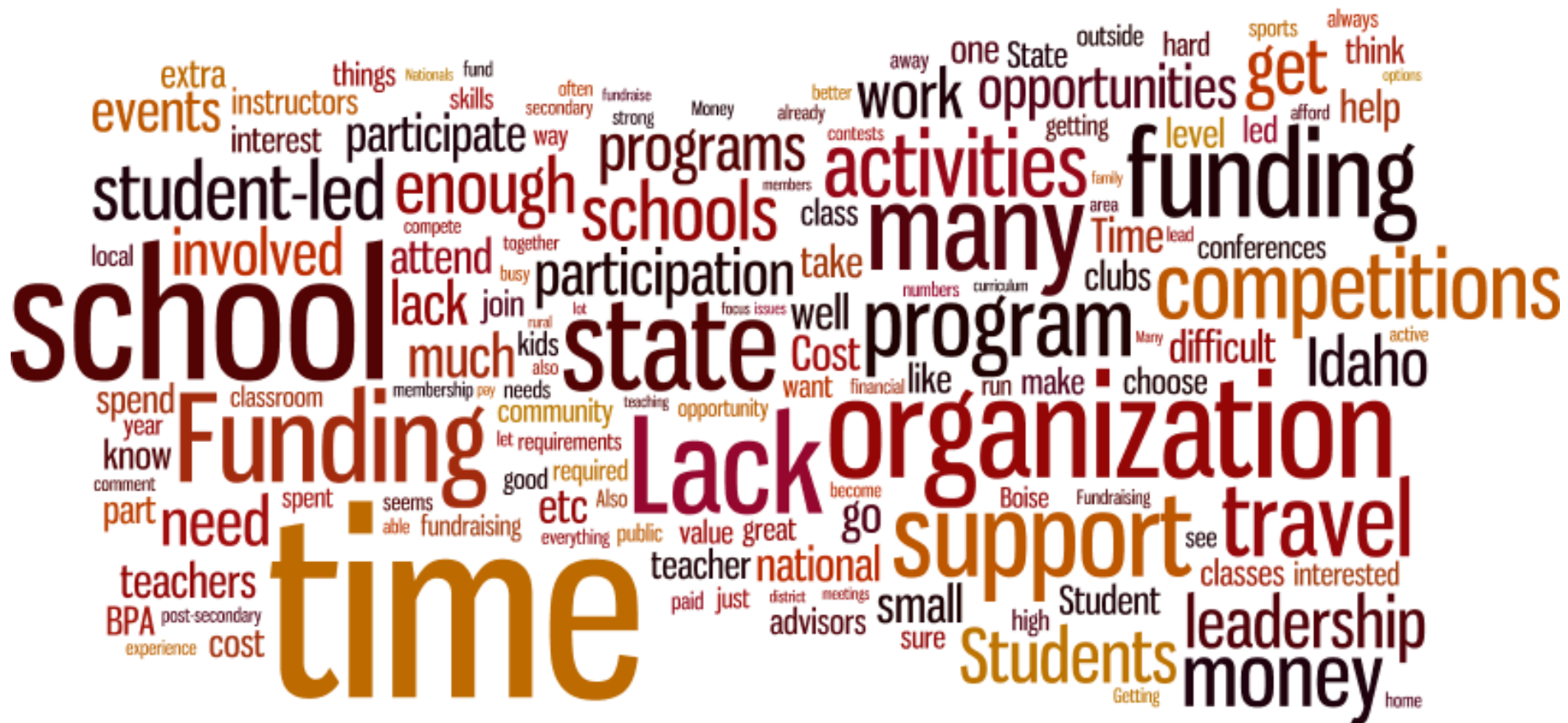
*"Lack of interest because they take so much extra time. Most of these kids have jobs and don't want to be involved because of time issues."*

*"Lack of leadership, increased restrictions for travel, chaperones, volunteers, and fundraising. The districts make it hard to be our very best."*

*"Lack of time and budgets. Although we may be required to have them, we don't have a budget, nor are we paid to oversee them. At this point they are just another task to our already busy workload."*

*"We need more support at the state office. Currently program managers are juggling student org stuff and programmatic stuff. It's way too much. Then once in schools, we don't have the support and training to run effective chapters. This could be such an asset to PTE programs but seems to be more burdensome currently."*

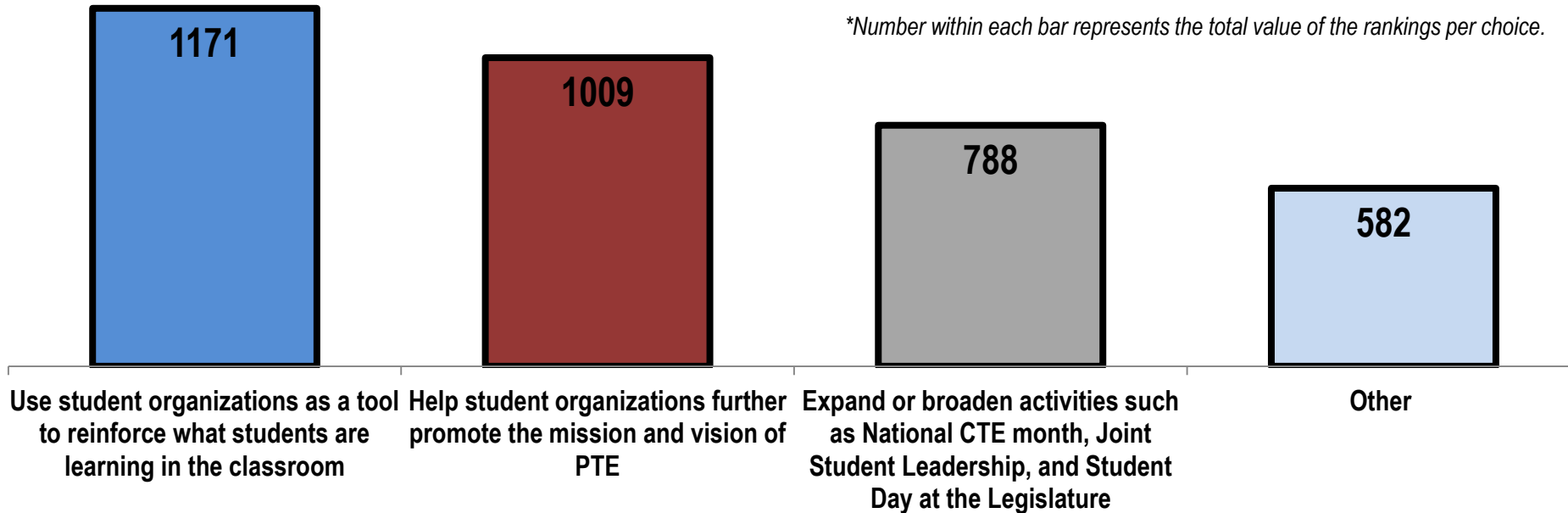
*"Many of the students in the advanced levels of the PTE secondary courses are already incredibly involved in other organizations, extracurricular activities, or working after school, and adding another commitment isn't an option for many of the students."*



Two core priorities rise to the top with respect to student-led organizations: using them to underscore lessons in the classroom and helping to further promote the mission and vision of PTE.



***Please rank in order, with 1 being the MOST important, the following steps that should be taken to better support professional-technical student organizations.***



**“Other” responses included:**

- Provide scholarships or additional funding for travel for the students living farther away from things such as state conferences
- Stop requiring participation; if you require it, then provide the funds to cover it
- Offer training for instructors on how the student-led organizations are to function
- Provide a written calendar of suggestions from the state level that will help local chapter officers plan special events to increase enthusiasm in their respective schools
- Create more benefits/ perceived pay-off for students to participate in activities

# Summer Conference

\*Note: This question was asked of all respondents.



Aside from timing requests, an increased focus on individual subject areas are top priorities of stakeholders. This request is coupled with the general desire for content that is more relevant and engaging.



- Stakeholders frequently cite the conference's timing as an issue for them. While July is universally disliked because it interrupts vacation time, there is not a clear consensus on whether June or August would be better.
  - Some would prefer June as the PTE conference is seen as a great way to close out the year, while others like early August because it is a prelude to lesson planning.
- More opportunities for collaboration, break out sessions, and networking with industry and small business leaders are also top-of-mind concerns and wanted changes to the summer conference framework.

*"Practice what we preach. Do not ask teachers to sit for 8 hours a day. Provide meaningful professional development that is timely and relevant. Provide opportunities for industry tours...Utilize postsecondary and industry partners to help host and provide venue for conference."*

*"Offerings by PTE are not valuable. Cost is prohibitive for what is offered. Scheduling is not considerate of teacher time and other summer commitments."*

*"We don't get paid to be there and it's not helping us to be better teachers. It seems to be just another conference. We need good training of new things that are out there."*

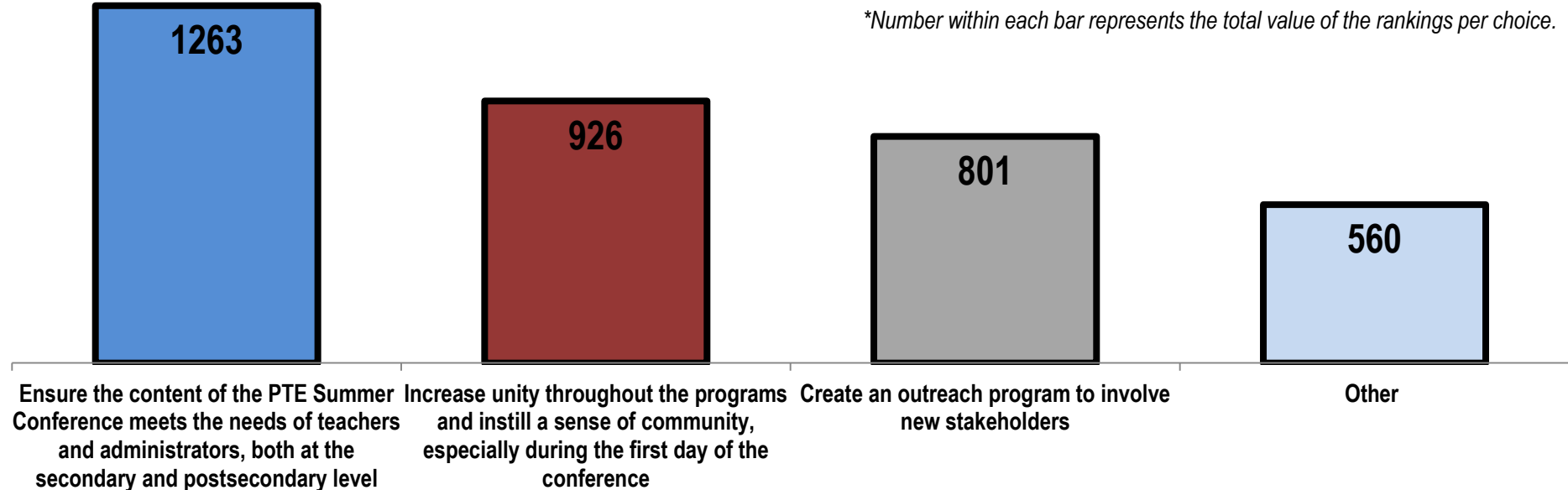
*"Relevance in technical areas for small groups/pockets...One or two days for all PTE general session items is more than sufficient. Then provide different opportunities for area-specific training through workshops or out-of-state options. Timing is a huge component. When training is right after school gets out teachers are weary and new staff has not yet been hired."*



The top priority for the summer conference entails making the content relevant and useful to teachers and administrators. Secondary concerns include instilling a sense of community and involving new stakeholders.



***Please rank in order, with 1 being the MOST important, the following actions that the Idaho Division of PTE should address in order to improve the annual PTE Summer Conference.***



**“Other” responses included:**

- Provide more content geared toward postsecondary educators
- Make it relevant to what is going on in our lives at teachers, not administration’s lives
- Choose a date that is not in the middle of the summer
- Offer more time for individual program breakout sessions and less time/segments geared toward all of the PTE programs
- Change the location yearly or semi-yearly to ensure that the same people are not always traveling every year
- Ensure there are content opportunities for the advanced and experienced teachers

# Secondary vs. Postsecondary Concerns

*\*Please note that these findings are based on small sample sizes and should be viewed as directional.*



# Postsecondary educators are predominantly concerned about the current funding structure for their programs.



- Postsecondary educators have very similar concerns as their secondary education counterparts. However, they prioritize a focus on the postsecondary education funding for the coming year as their top concern.
  - They want to see an improvement in funding for new technologies. Many are worried that their students are not being adequately prepared for their future if they are not familiar with the latest technology.
  - This also prompts many to ask for clarification on how funds are allocated—many postsecondary educators are not sure how the system even works.

*“Lack of funding is an issue. I have a lot of interest in my program, but due to funding I have to turn many away. I, like many others, have older facilities that are too small and outdated.”*

*“There is not enough equipment money to keep equipment up to date and students using what the industry is using. This should be a priority for our postsecondary institutions.”*

*“I do not fully understand the funding, and because of that there is a lack of communication. Postsecondary should have some of the best equipment, but there is a complete lack of funding in programs. As it sits right now, it is up the instructor to maintain and repair equipment, with no compensation or training to do so.”*

# Postsecondary educators would also like to see a greater emphasis placed on improving the PTE image.

- Teachers in postsecondary institutions also voice frustration at the overall PTE image and the effects that they feel are due to the lack of respect many in Idaho have for their fields.
  - There is a consensus that both PTE educators and students are “lesser” than their academic counterparts because they have technical degrees. An increased awareness of the benefits of a PTE education and long-term employment opportunities could benefit both parties.

*“Here at ISU, we are labeled as being not as good as the academic programs. There was even a news report on a local news channel about how our ADNR program is inferior to the BSN program offered on campus. It is very sad to me that we are viewed in that way on campus. Other professionals sometimes turn their noses up at the thought of “only” having a technical certificate or associate’s degree, but I disagree. Our students are more prepared for their future career, and have an advantage over someone.”*

*“One problem here at ISU is the continual funneling of administrative tasks from lower campus to instructors. PTE educators should receive the same type of support as the other academic teachers. These admin-type tasks are eating up our time to teach and prepare lessons. We should have an equivalent rank as the rest of the University.”*

# REGIONAL RESEARCH FINDINGS

*\*Please note that these findings are based on small sample sizes and should be viewed as directional.*



# Idaho State Department of Education Regional Breakdown

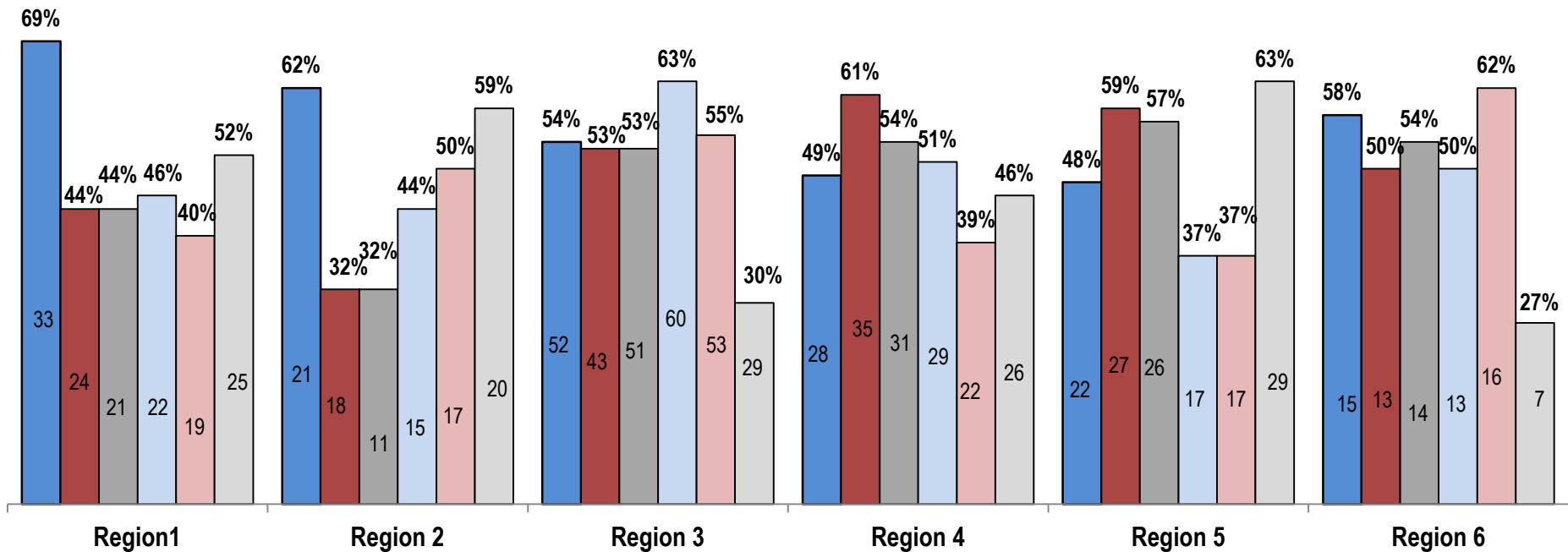


## How Rankings Were Determined

The ranking by region of each issue area was determined by how many respondents ranked each individual response as their number one priority out of all response options.

Enhancing the image of PTE in Idaho remains a top concern across Idaho. However some regions would prioritize addressing the PTE teacher pipeline and improving the career pathways for students first.

***Please select what you think should be the top THREE priorities of the Idaho Division of Professional-Technical Education over the next year.***



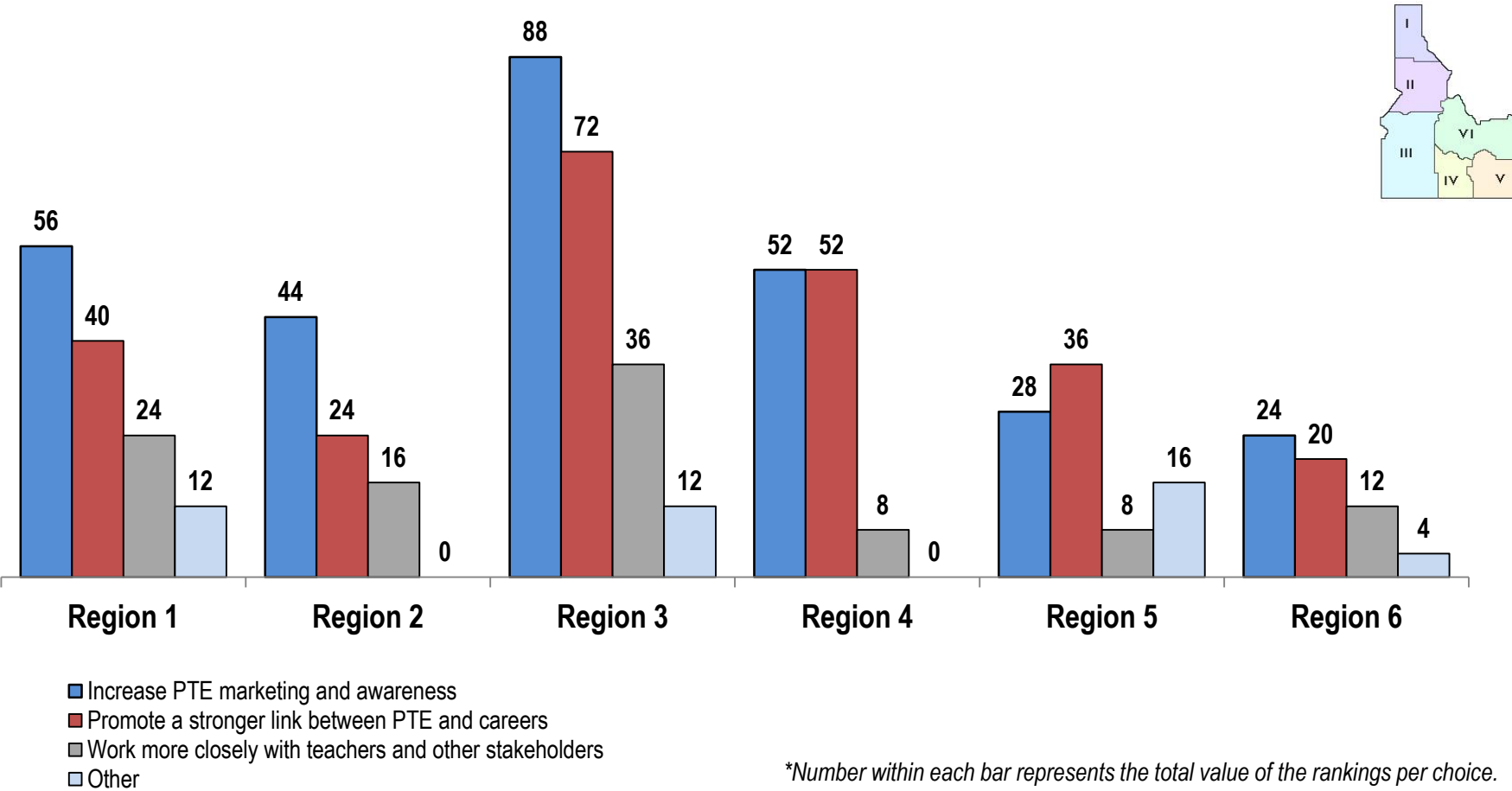
- Work to enhance the positive image of PTE
- Advance and refine the talent pipeline/career pathways for PTE students to ultimately reach success in the workplace
- Ensure students receive academic equivalency for their PTE course credits
- Address the PTE teacher pipeline (including recruitment, retention, and training)
- Improve the secondary education funding structure and reporting
- Strengthen the postsecondary education funding framework



Increasing the overall awareness of PTE is one of the top priorities across all regions. However, Region 5 prefers to concentrate on messaging that emphasizes the link between PTE and career opportunities first.



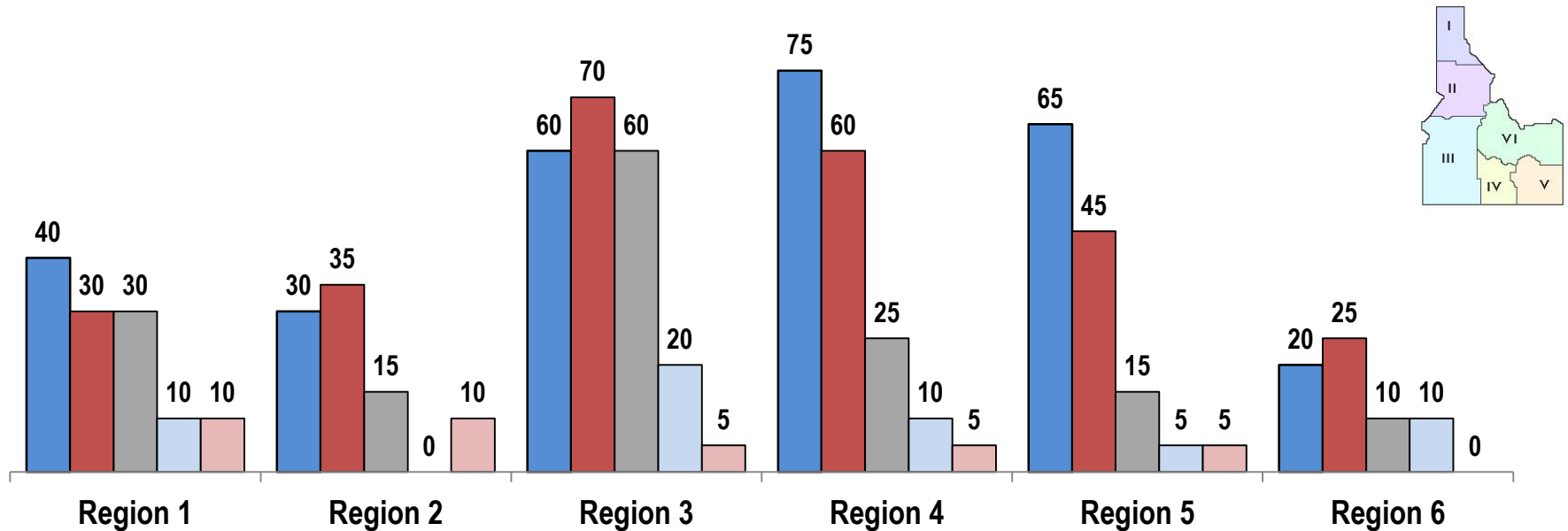
***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to help improve the overall image of Idaho’s PTE programs and promote a more positive image.***



Respondents rank developing outside partnerships as their top priority overall in helping PTE students transition into their careers, though a statewide career pathways model ranks as a close second and is especially popular in Regions 2 and 3.



***Please rank in order, with 1 being the MOST important, the following steps that should be taken to help successfully transition PTE students into the next phases of their career path.***

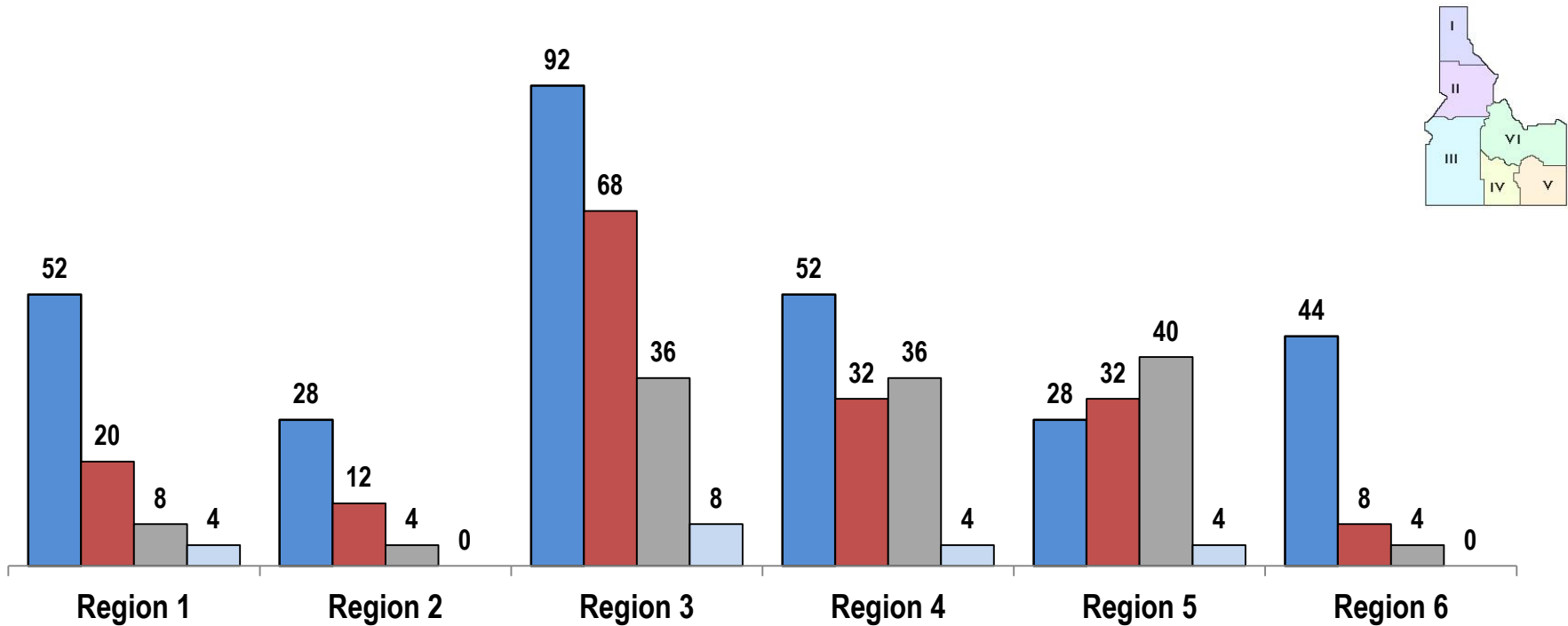


- Develop partnerships with outside entities, such as relevant business and industry and the Department of Labor
- Implement a statewide career pathways model that provides training, collateral and hands-on activities for counselors, PTE students and parents
- Provide greater dual credit and advanced opportunities for students while they are in high school
- Expand PTE offerings via an on-line or distance learning model
- Other

*\*Number within each bar represents the total value of the rankings per choice.*

Ensuring PTE students receive academic credit for their classes at both the secondary and postsecondary levels is the main priority of nearly all stakeholders. Region 5 is focused on implementing postsecondary classes that align with PTE program goals. Secondary priorities differ based on region.

***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to improve the process in which PTE students are able to obtain academic credit for their PTE classes.***



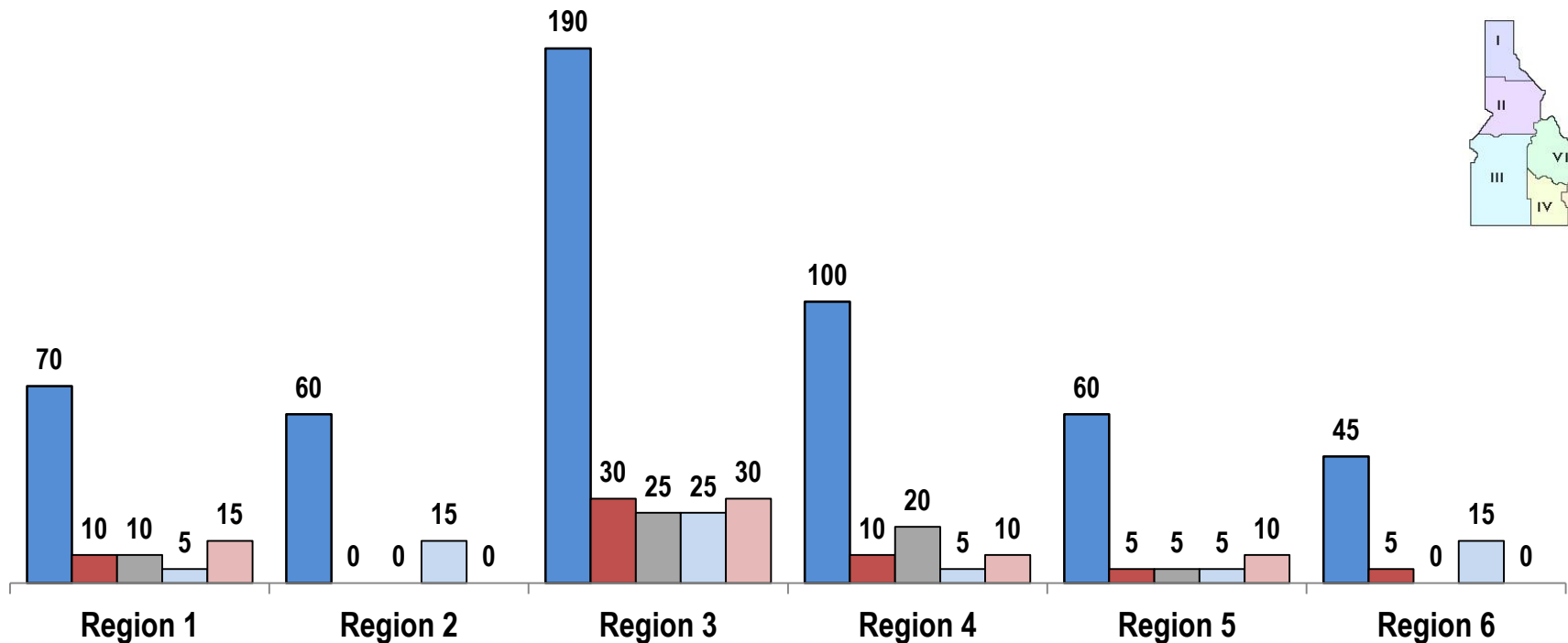
- Ensure credits earned in both high school PTE and postsecondary PTE courses would count toward graduation requirements, rather than as electives
- Create more opportunities for high school students to earn academic credit for relevant classes taught in an applied PTE setting
- Implement postsecondary general education courses that align with PTE program goals and outcomes
- Other

\*Number within each bar represents the total value of the rankings per choice.

Improving PTE teacher salaries is the universal priority among stakeholders, followed by identifying ways to reduce turnover in the majority of the regions. Region 4 would like a secondary emphasis placed on the development of mentorship programs for new teachers.



***Please rank in order, with 1 being the MOST important, the following steps that the Idaho Division of PTE should take to improve the PTE teacher pipeline.***

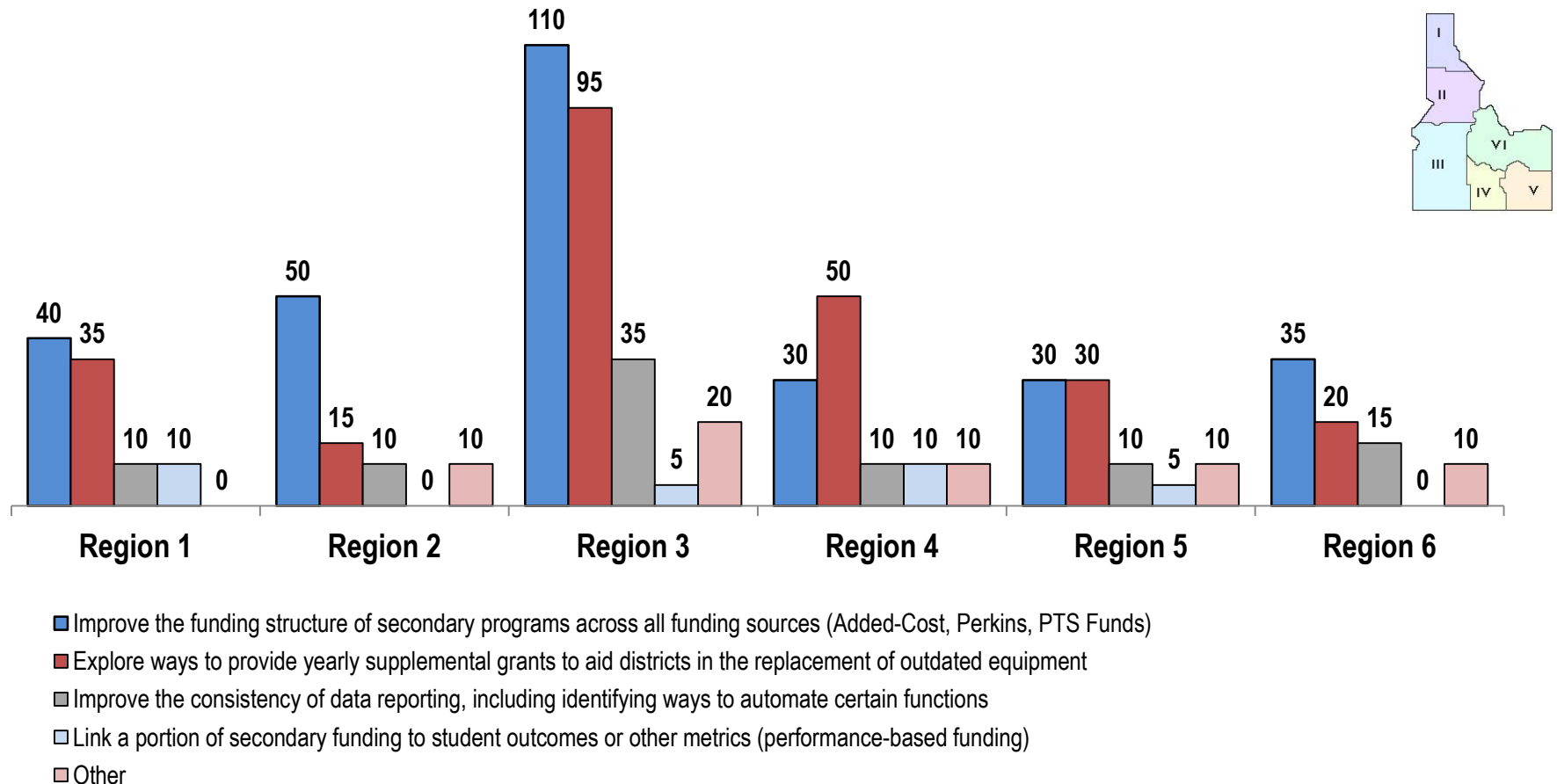


- Improve salaries and the certification process to recruit and retain occupational specialists from various industries
- Identify ways to reduce turnover
- Provide additional mentors to help new teachers be successful
- Increase the number of instructors to help prevent program closure
- Other

\*Number within each bar represents the total value of the rankings per choice.

The majority of regions still place an emphasis on the improvement of the funding structure for secondary programs. Region 4 prioritizes yearly supplemental grants for updated technology first.

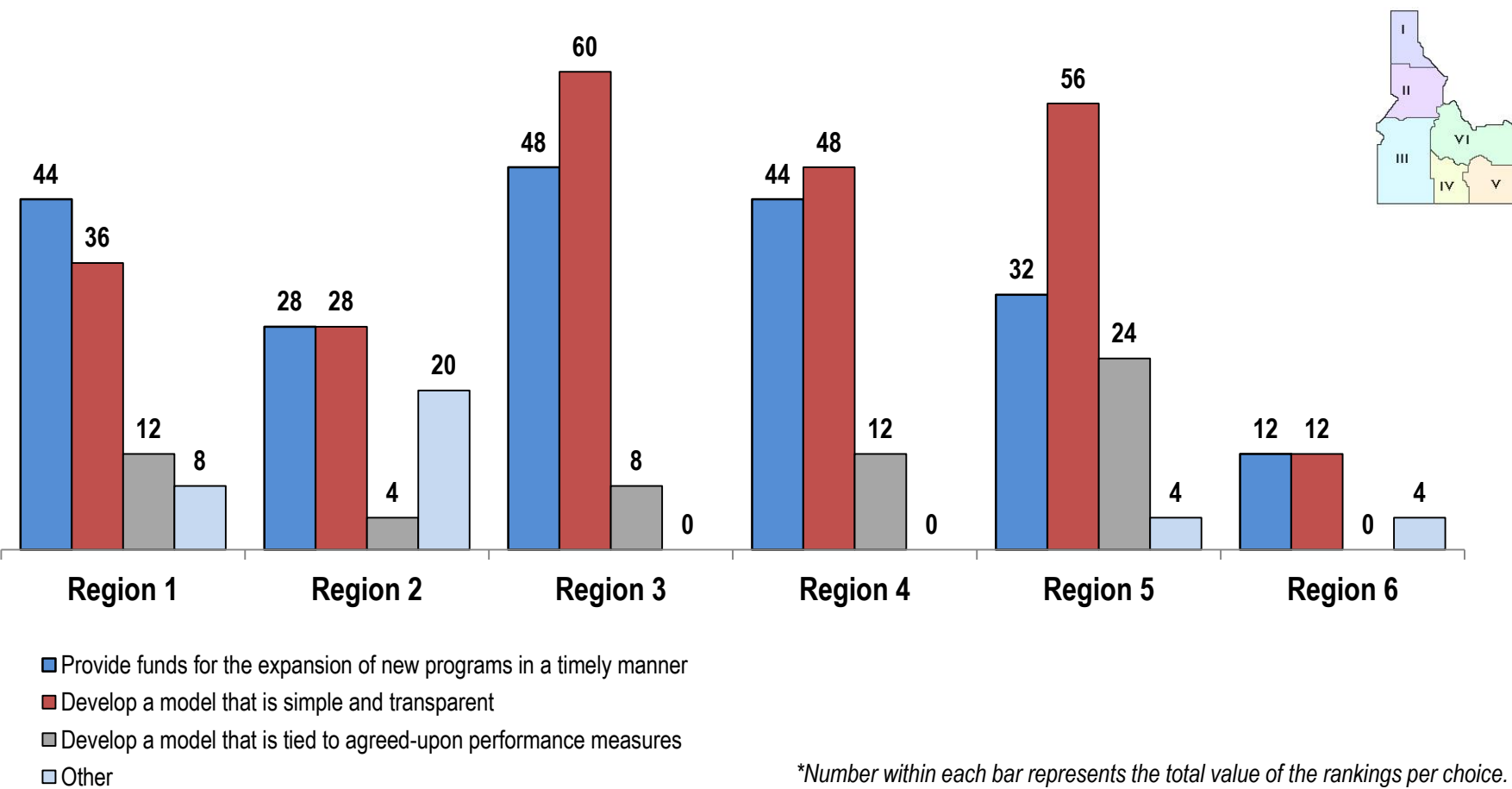
***Please rank in order, with 1 being the MOST important, the following steps that should be taken to help improve secondary education funding for Idaho's PTE system.***



The regions differ slightly in how the postsecondary education funding issues should be approached. Region 1 favors an increase in funds for the expansion of new programs, while regions 3, 4, and 5 prioritize simplifying the funding model. Regions 2 and 6 are equally interested in both approaches.

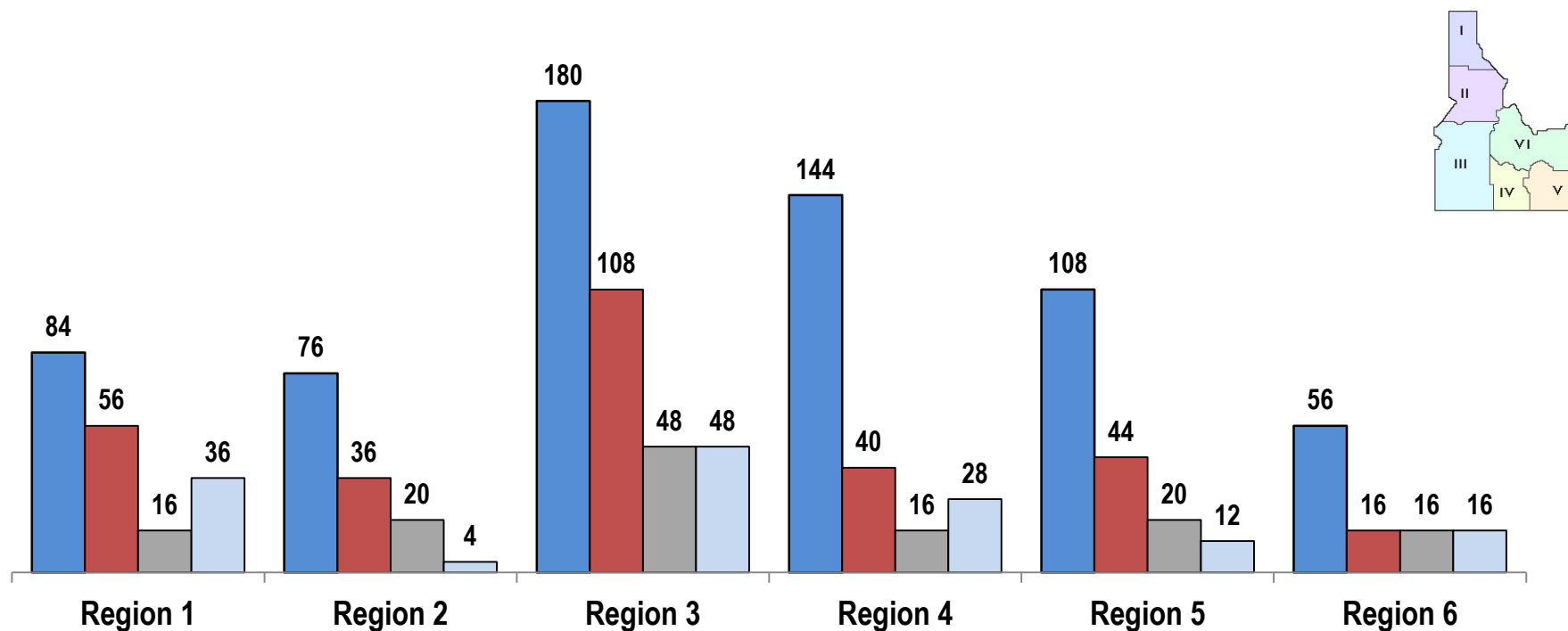


*Please rank in order, with 1 being the MOST important, the following steps that should be taken to help improve postsecondary education funding for Idaho's PTE system.*



Using student-led organizations to reinforce classroom lessons and helping these organizations promote the PTE mission are the top two priorities regardless of region, though the latter places a distant second. S360

***Please rank in order, with 1 being the MOST important, the following steps that should be taken to better support professional-technical student organizations.***



■ Use student organizations as a tool to reinforce what students are learning in the classroom

■ Help student organizations further promote the mission and vision of PTE

■ Expand or broaden activities such as National CTE month, Joint Student Leadership, and Student Day at the Legislature

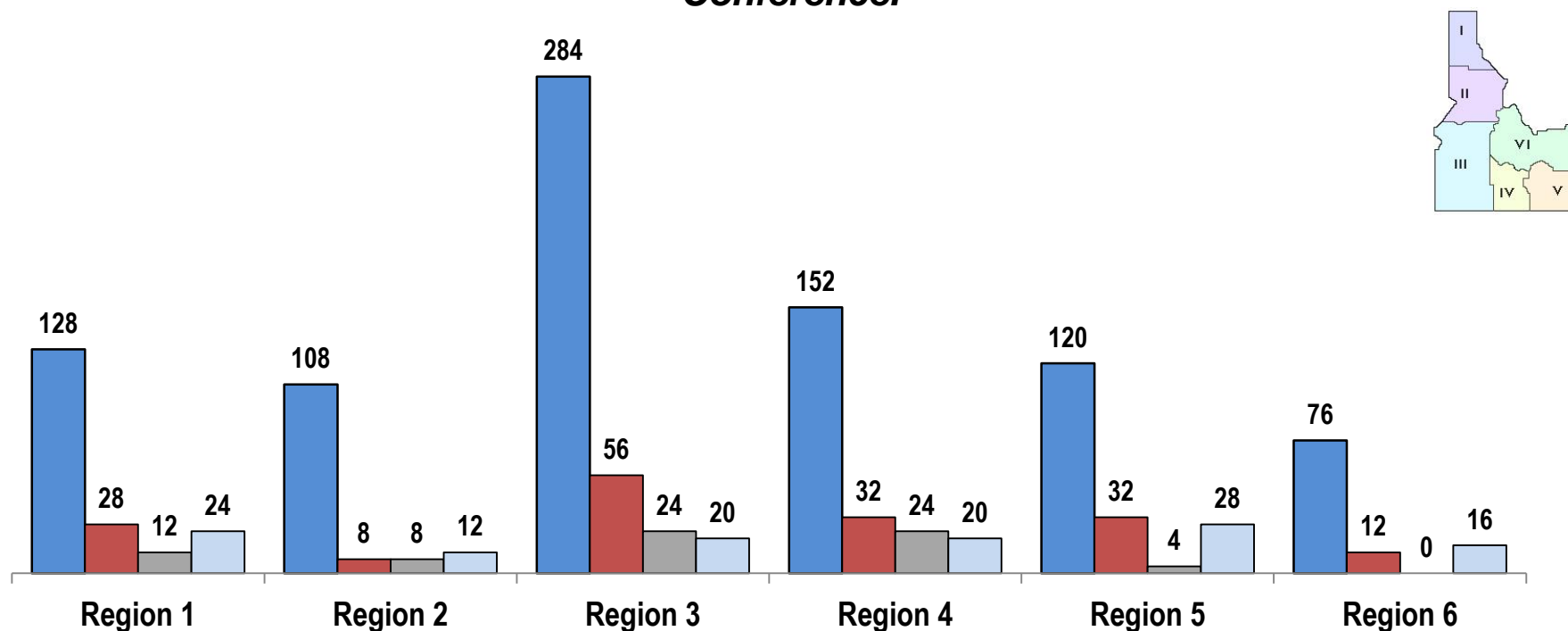
■ Other

\*Number within each bar represents the total value of the rankings per choice.

Ensuring content is relevant to teachers and administrators easily outpaces the other priorities for the Summer Conference throughout Idaho.



***Please rank in order, with 1 being the MOST important, the following actions that the Idaho Division of PTE should address in order to improve the annual PTE Summer Conference.***



- Ensure the content of the PTE Summer Conference meets the needs of teachers and administrators, both at the secondary and postsecondary level
- Increase unity throughout the programs and instill a sense of community, especially during the first day of the conference
- Create an outreach program to involve new stakeholders
- Other

*\*Number within each bar represents the total value of the rankings per choice.*

# QUESTIONS?

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